



**The  
Cavendish  
School**

enabling the self



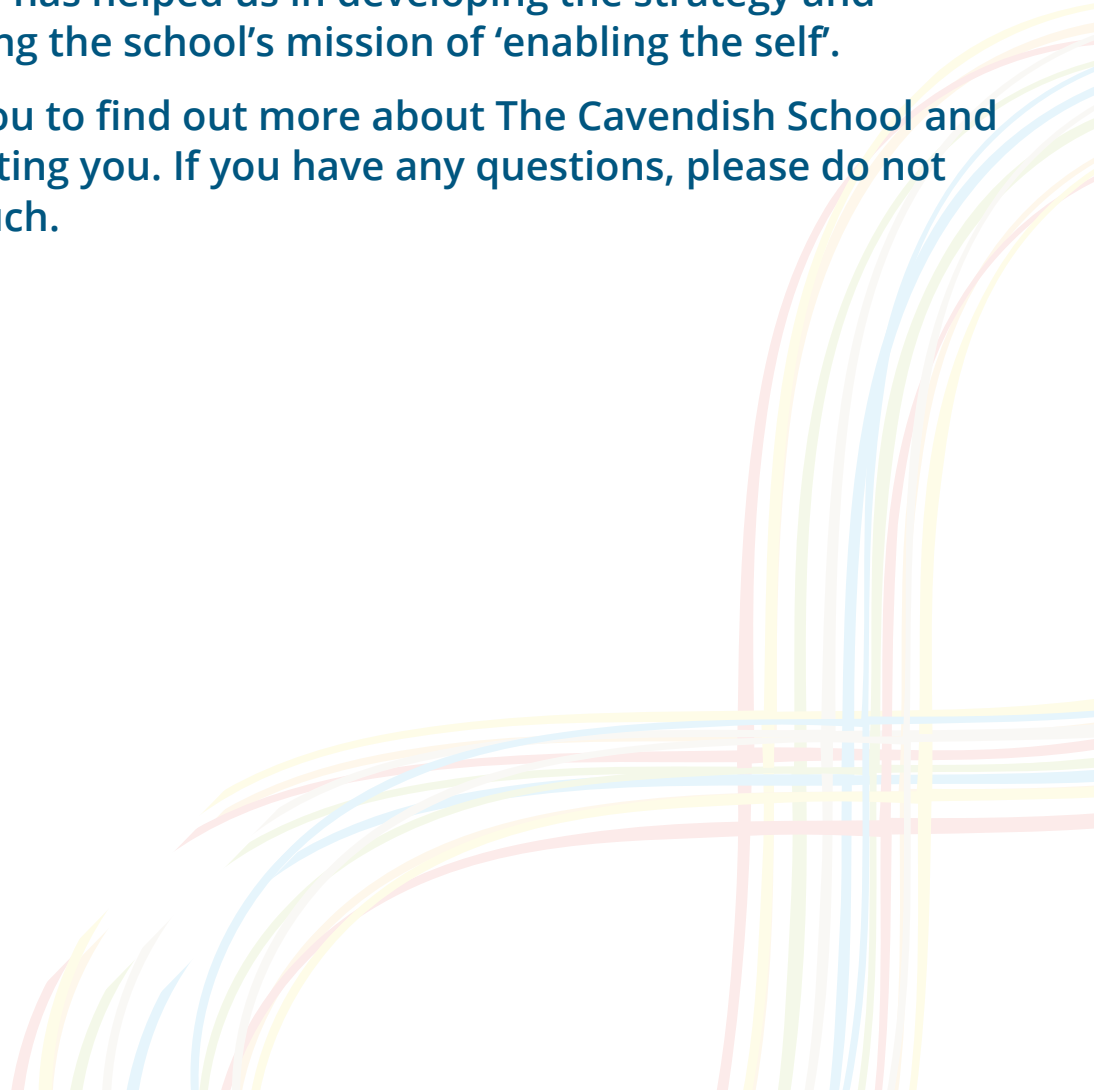
# Welcome to The Cavendish School

Opening in Autumn 2021 on the outskirts of Cambridge, UK, The Cavendish School will be the world's first International Baccalaureate (IB) special autism school and Cambridgeshire's first state maintained special free school provision for young people with autism. Our small, self-contained school will be co-located with Impington Village College and Impington International College, providing excellent opportunities for all students throughout their time at The Cavendish School.

Initially the school will admit students into Year 7 from September 2021 and then from Years 3 - 6 from January 2022. Our intake will grow year on year with a new Year 3 cohort annually up to our PAN of 80 students Years 3 - 13.

Throughout the planning stages for the school, our team has drawn on the latest research into autism and used its expertise in education and experience of working with young people with autism and their families. All of this knowledge has helped us in developing the strategy and roadmap for achieving the school's mission of 'enabling the self'.

We are excited for you to find out more about The Cavendish School and look forward to meeting you. If you have any questions, please do not hesitate to get in touch.



# The school site

The Cavendish School will provide the unique educational environment that young people with autism need to thrive and succeed when their needs cannot be met in a mainstream school. Our vision is to provide a safe and nurturing environment in which students can enjoy learning, achieve their potential and develop the key skills they need to thrive as independent, emotionally and socially confident young adults.



# Meet the team

The Cavendish School is part of Eastern Learning Alliance, which was formed in 2020 through a merger between Cambridgeshire Educational Trust and Morris Education Trust, two of Cambridgeshire's most successful and ambitious academy trusts. Eastern Learning Alliance is a purpose-driven family of schools, each with its own distinct identity. Each school within the Trust shares the same values and standards of academic rigour, excellent extra-curricular activities and exceptional arts and performing arts opportunities. Eastern Learning Alliance and its schools are proudly international and internationally minded, serving a diverse community with a broad, specialist and inclusive provision.



## **Ryan Kelsall, Deputy CEO, Eastern Learning Alliance**

Ryan is the Deputy CEO of Eastern Learning Alliance, a new role that he took on in September 2020, following five extremely successful years as the Principal of Impington Village College. During his time as Principal, Impington Village College consistently ranked in the top performing schools in Cambridgeshire and the top 10% nationally, while remaining true to its inclusive ethos annually supporting over 90 students with Educational Health Care Plans (EHCPs). Ryan's commitment to inclusive practice is well known locally having chaired the East and South Cambridgeshire Inclusion Partnership (ESCIP) for the last four years, ensuring no students in the area have been permanently excluded and that the most vulnerable receive the additional support they require to succeed; based on this success he has recently taken on a similar role for the Cambridge city schools. Ryan is also chair of the Local Governing Body of TBAP Cambridge, the county's Alternative Provision School, for students at risk of exclusion and has helped them to improve the educational provision and opportunities for students that mainstream education has failed to adequately provide. Ryan's new role incorporates the responsibility to deliver to the promise of outstanding education for students with autism in Cambridge by recruiting and supporting an excellent Headteacher and staff body and opening The Cavendish School in 2021.

# Meet the team



## **Leah Cooper, Assistant Principal for SEND/PP and SENCo at Impington Village College, currently seconded to The Cavendish School**

Leah is the SENCo at Impington Village College, an inclusive mainstream secondary school and sixth form, with two Enhanced Resource Bases for students with high levels of SEND. Leah has experience coordinating support for students, including many with autism, to allow them to access mainstream lessons with their peers, alongside targeted therapies and individualised approaches as required to help them achieve excellent outcomes, both academically and personally. Leah will be using her experience and person-centered approach to support the run up to the opening of the school, including helping families through the application process.



## **Julie Bailey, Chair of The Cavendish School Local Governing Body**

Julie is a doctoral researcher at the Faculty of Education within the University of Cambridge. Through her work, she spends much of her time supporting university students, including those with autism, and this work has fuelled her passion to help build The Cavendish School and its community. Julie has been heavily involved in the development of The Cavendish School since the beginning of 2018, lending a supportive and critical eye to the progress of the design and plans for the school, as part of the steering group. Julie will be responsible for recruiting governors who can support the team in building a school community that allows the students to achieve, make progress and experience success. Julie is also a local parent, with children currently studying at Impington Village College.

# Ethos and aims

## *Enabling the self*

The Cavendish School aspires to remove all limits that a young person with autism may face. We will celebrate diversity; we will be accepting, respecting and recognising of neurological and developmental differences, framing a philosophy that enables a bespoke curriculum and teaching methodology, which supports each individual student through a differentiated programme that builds and focuses on their skills.

### **Aims**

We understand that young people and their families may arrive at The Cavendish School with poor previous experience of education. Some will have experienced bullying and may have little trust in education.

One of our aims at The Cavendish School is to provide a safe, nurturing space, alongside an inclusive and comprehensive offering of support, so that all of our students thrive. Taking a holistic approach to education means that great emphasis will be placed on students' social and emotional wellbeing, as well as communication development.

### **Ethos**

Through our mission 'enabling the self', we aim to provide our students with the skills, confidence and abilities to take their place in the world.

Our vision is to provide a safe and nurturing environment and build an inspirational culture in which students can enjoy learning, achieve their potential and develop the key skills they will need to thrive as independent adults.

### **International Baccalaureate learner profile**

We are proud to be the world's first special IB World School. Through this, we will support our students to develop 10 human attributes, that are known as the IB learner profile, and go beyond academic success. We believe these characteristics should be developed in all students regardless of neurodiverse or neurotypical development. The development of these attributes will be embedded throughout our curriculum and school day.

#### **The IB learner profile attributes:**

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

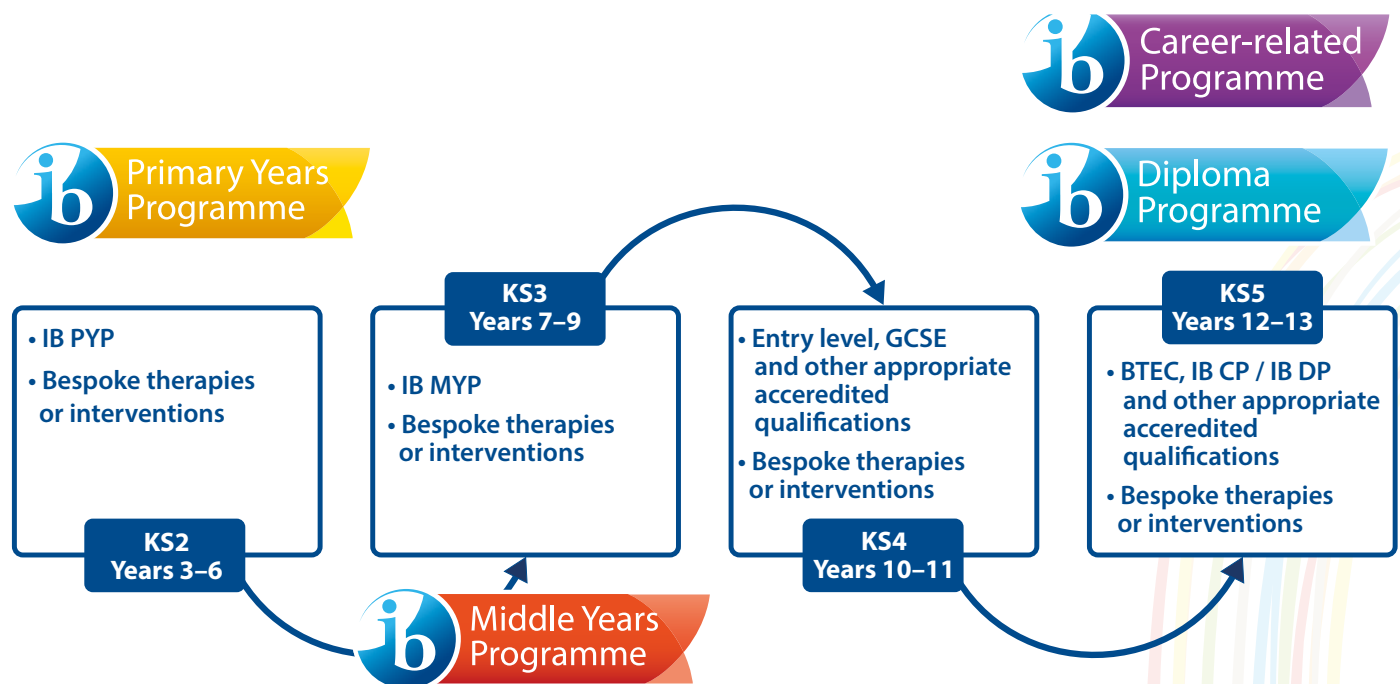
# The curriculum

## *The International Baccalaureate – a lifelong advantage*

Our school curriculum will follow IB programmes and accredited qualifications, alongside specific therapies or interventions as appropriate for individuals. IB programmes enable students to become globally aware citizens, make connections between their learning in different subjects, and develop the skills and confidence to succeed. The IB currently engages with more than 1.95 million students in over 5,284 schools across 152 countries.

Following IB programmes will allow us to forge a strong connection with our co-located mainstream school, Impington Village College, and Impington International College (its sixth form provision), which will provide excellent opportunities for the students, through shared use of facilities, support staff and bespoke extra-curricular activities. Impington Village College has been an IB World School for over 30 years, and The Cavendish School will join it in being part of a global community, unified by the mission of creating 'a better world through education'.

### **Our curriculum model will be set out as follows:**



# The curriculum

## Our curriculum will enable our students to:

- Develop each of the IB learner profile attributes and become globally aware international citizens
- Achieve a range of accredited qualifications, which represent excellent progress for that individual and allow them to move on successfully to their chosen destination
- Make measurable progress towards their own personal outcomes as outlined within their Education, Health and Care Plan

Teaching will be adapted and differentiated for the needs of the individuals, taking into account current pedagogical research, however, general information on our curriculum, split across Key Stages 2 – 5, can be found below. To begin with, we will only be admitting students in Years 3 – 7 and, so, the curriculum will be reviewed in light of the cohort's needs and aspirations.

## Key Stage 2 – The Primary Years Programme

Students in Key Stage 2 will follow the IB Primary Years Programme (PYP), a framework of education that focuses on the development of the whole child, both in the classroom and in the outside world.

### The PYP

- Encourages children to develop independence and to take responsibility for their learning
- Supports learners' efforts to gain an understanding of the world and function comfortably within it
- Helps students establish personal values as a foundation upon which international-mindedness will develop and flourish

Our students will study six subject areas, including: Science, Arts, Mathematics, Social Studies (such as Humanities subjects), Language (including English and the opportunity to study a foreign language at an appropriate level in an appropriate context), and Personal, Social and Physical Education are studied in relation to a number of key themes (such as “how the world works”) to ensure that learning is contextualised and all-inclusive. The PYP supports a solid transition to our Key Stage 3 offering.



# The curriculum

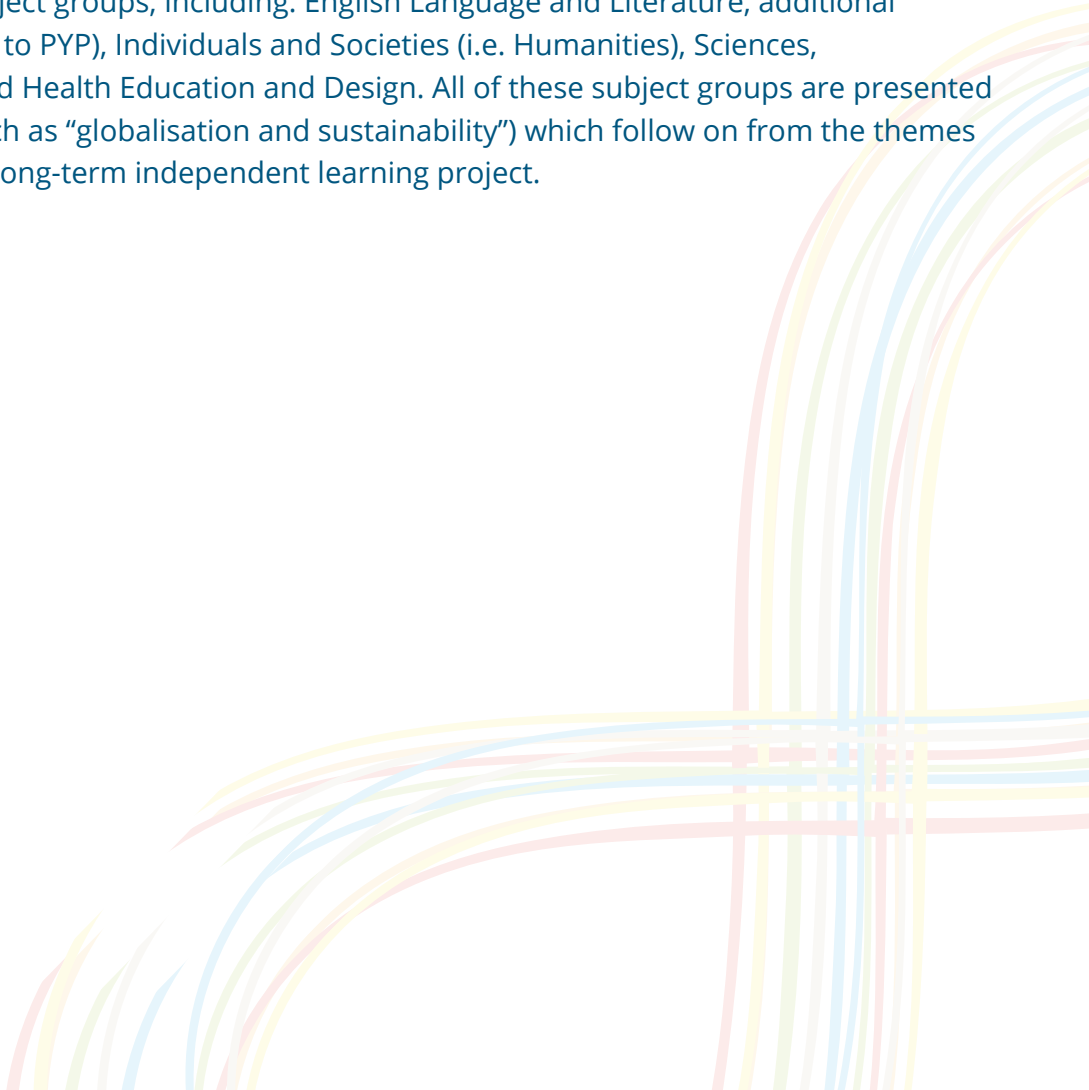
## Key Stage 3 – The Middle Years Programme

Through Key Stage 3, students will undertake the IB Middle Years Programme (MYP). A seamless evolution from the PYP, the MYP is a broad and balanced curriculum model that encourages students to make practical connections between their learning and real-life contexts.

### The MYP's framework includes:

- Approaches to learning: helping students to learn how to learn by developing skills for research, communication, collaboration and self-management
- Key and related concepts: helping students to explore big ideas that matter and global contexts, so that they understand the relevance and importance of their study
- Independent learning projects: students complete a significant piece of work over an extended period of time, encouraging them to consolidate their learning and reflect on the outcomes of their study

The MYP comprises eight subject groups, including: English Language and Literature, additional Language Acquisition (similar to PYP), Individuals and Societies (i.e. Humanities), Sciences, Mathematics, Art, Physical and Health Education and Design. All of these subject groups are presented within six global contexts (such as “globalisation and sustainability”) which follow on from the themes of the PYP and conclude in a long-term independent learning project.



# The curriculum

## Key Stage 4 - GCSEs

Students in Key Stage 4 will work towards GCSEs and other appropriate accredited qualifications. Below is an indicative example of what options could look like, however, we will keep our offer under review depending on the qualifications available at the time, and the needs of each cohort. All students will study the core subjects listed in block 1 (core) and will then be able to select from a number of options for their remaining subjects. Where possible and appropriate, we will encourage students to keep their options broad, such as one option from each of the blocks 2 to 5.

Block 1: core	Block 2: Language block	Block 3: Humanities	Block 4: free choice block	Block 5: free choice block
<b>English*</b> <b>Mathematics*</b> <b>Science*</b> Individual intervention/therapy as appropriate Enrichment Life skills/work experience Tutor time PE	Foreign language or Supported study	<b>History*</b> or <b>Geography*</b>	ASDAN or Free choice of GCSEs if appropriate i.e. Art Photography Media Studies Computer Science	ASDAN or Free choice of GCSEs if appropriate i.e. Product Design Drama Food and Nutrition

**\*Offered at GCSE and/or entry level as appropriate**

## Key Stage 5 – BTECs or the IB Diploma or Career-related Programme

We are excited to be able to offer a unique five-day week sixth form provision for our students, where they may work towards BTECs, the IB Diploma Programme or the IB Career-related Programme. All Key Stage 5 students will be able to benefit from our close links with co-located Impington International College and the Specialist Post-16 Provision on offer.

# Pastoral and individual support

On entry to the school, each student will be assessed to identify the developmental milestones that have been met and those which have been bypassed. Following this assessment, our staff will collaborate with each family to establish a comprehensive overview of the relationship development support tailored to each young person.

At the heart of our school will be relationships and the important ways in which they can support the growth of each child. These relationships include those between each student and the staff they work with, other students in the school and families. Our co-location with Impington Village College and its sixth form will allow our students to forge lasting and memorable relationships with people both inside and outside of their peer group, helping them to grow as individuals and make measurable progress towards their own personal outcomes.

Alongside our curriculum and teaching methodology, therapy, interventions and multidisciplinary support will be embedded throughout the whole school day, regardless of age or Key Stage, as appropriate for each individual. All students at The Cavendish School will be known by all staff, but particularly by key staff, who will work closely with them and who

will support them individually as they progress through the school.

Beyond high-quality teaching, therapeutic support will be essential in ensuring that students are able to have full access to the curriculum, to learn and to achieve. We will offer students the opportunity for multidisciplinary support, which will be carefully matched to the explicit needs of the individual student. Professionals will work collaboratively with families, students, class teachers and teaching assistants, to ensure cohesive support for each individual student is embedded throughout their school day.

Our curriculum will extend before and beyond the formal school day; we particularly recognise the value of extra-curricular learning and activities for the development of young people with autism. The school will offer many differing activities to enable the interests of each child to be supported and we will share many of the same extension opportunities given to the students at Impington Village College.

Overall progress — academic, social and emotional wellbeing — will be reviewed regularly by students, families and practitioners with expert knowledge of young people with autism.

“ My son who has autism moved from a special school to Impington Village College a little way into Year 7. We were all nervous about the change. The transition was very challenging but worked so well due to the empathy, professionalism and excellent strategies put into place by the team at Impington Village College. The communication was fantastic and we felt we were working together with the team and were always consulted, welcomed and included in his education.

My son grew in confidence and self-esteem due to the support given. He was truly understood and all his achievements were celebrated. Academically he was given excellent support and moved from p scales when he started to achieve GCSEs in Year 11.

He credits, as do we, Impington Village College as having changed his life and we will forever be grateful to the team there for enabling him to have the fantastic future ahead of him.

**Liz Dunn, parent of an Impington Village College alumnus**

# Frequently asked questions

## **What age children will be able to attend the school?**

The Cavendish School will welcome young people from age 7 to age 19 (Year 3 to Year 13). In the first year, students will only be admitted for Years 3 to 7. In each subsequent year, we will admit 'upwards' (the Year 7s from 2021 will become the Year 8s of 2022 and so on), to help us develop and grow the culture of the school successfully.

## **What will it be like to be a student at The Cavendish School?**

Young people with autism have the same aspirations as 'neurotypical' children, including a need to communicate, a desire for friendships and meaningful relationships, being employed in purposeful activities, being independent and happy. The Cavendish School will support every student as an individual to develop and flourish to the best of their ability, academically, socially, emotionally and personally. At the heart of the school will be relationships and their importance in supporting the growth of each young person. The bespoke curriculum will reflect the needs and interests of each individual, alongside a programme of opportunities, including extra-curricular options, which is centred around each student.

## **Will the school cater for both girls and boys?**

The Cavendish School will cater for both girls and boys. The presentation of autism in girls can be very different from boys. Many of the diagnostic systems and stereotypes of autism are based on boys, so there are likely to be many girls with autism in schools whose needs are not identified or understood. We are developing a programme which responds to gender-related autism differences, including support for anxiety and general mental wellbeing.

## **What are the benefits of The Cavendish School for students and parents?**

The Cavendish School will offer quality education for children from age 7 to 19, giving families the security of knowing that their child will have an appropriate school place until they leave education. Each student will have the benefit of a bespoke programme that is planned around their needs and interests as an individual. Each student will have access to a full range of facilities and a variety of extra-curricular opportunities, including those open to mainstream students and those specifically offered to young people with autism. A work experience programme will be developed, especially designed to support each individual as they set out on their very important journey from school into employment.

# Frequently asked questions

## How will The Cavendish School be funded and managed?

The Cavendish School is part of Eastern Learning Alliance family of schools, will be run independently from Impington Village College and will receive dedicated funding. The school will have its own Headteacher, staff and specialist therapists, providing a broad range of skills and experiences to support the specialist programme. It will be supported by Eastern Learning Alliance leadership team Lucy Scott (NLE) and Ryan Kelsall (DCEO), both of whom have significant experience in delivering exemplary education provision for students with Educational Health Care Plans.

## What is a special free school?

Free schools are state-funded schools that are independent of Local Authority control and are set up in areas with demonstrable need. Special free schools are free schools that provide specialist, full-time education for students with a specific special educational need, either with, or in some specific cases without, an Education, Health and Care Plan. Once open, free schools have the same legal status as academies and are funded and held accountable in the same ways.

## Where does the name The Cavendish School come from?

Henry Cavendish was a distinguished British natural philosopher and scientist of the 18th century. Cavendish was noted for his discovery of hydrogen or what he called inflammable air. He was known for great accuracy and precision in his research and it is thought he was on the autism spectrum. The Cavendish School has been named to remind us that anyone with autism can pursue their ambitions.

## How can I apply for a place at The Cavendish School?

If you wish to express interest in a place at The Cavendish School for 2021, as well as those who may wish to attend in future years, please visit our Admissions page on our website:

**[thecavendishschool.org.uk](https://thecavendishschool.org.uk)**.

Please note, at this stage this information will be used to evidence interest only, you are not making a commitment to attend the school.

